

SY26-27 Priorities & Major Initiatives

February 26, 2026 - Board Presentation



Annual Planning is how we decide what to focus on each year

- PRIORITY 1** Exceptional Instruction
- PRIORITY 2** Engaged Students
- PRIORITY 3** Purposeful Partnerships
- PRIORITY 4** Empowered Educators
- PRIORITY 5** Equity-Centered Systems

Strategic Plan Priorities

Annual Planning



**Engaged Students:
Belonging & Wellbeing**

**Exceptional Instruction:
Math**

**Exceptional Instruction:
Academic Discourse**

2025-26 Annual Priorities

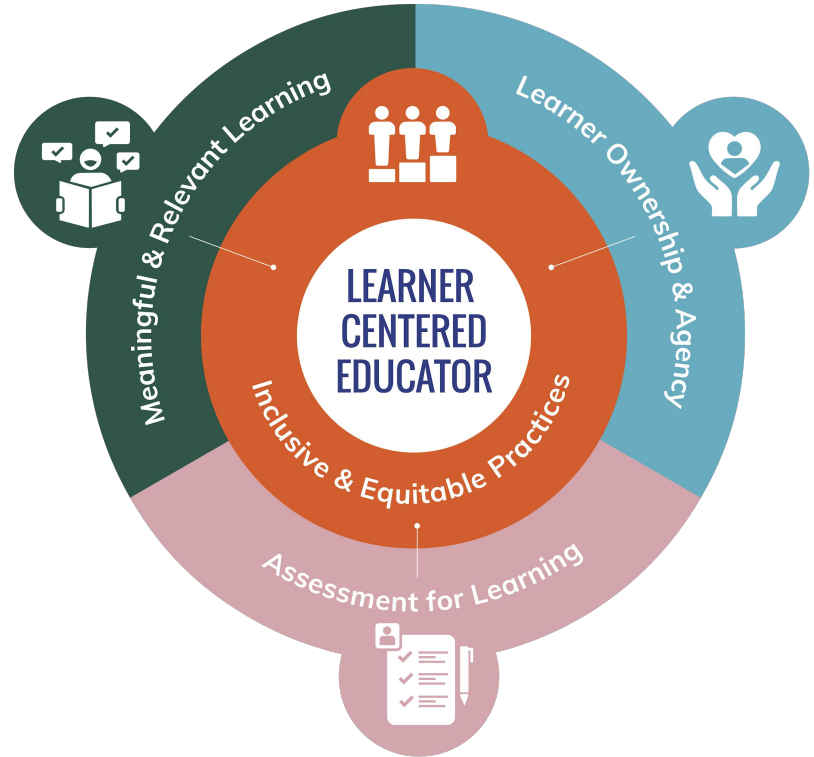
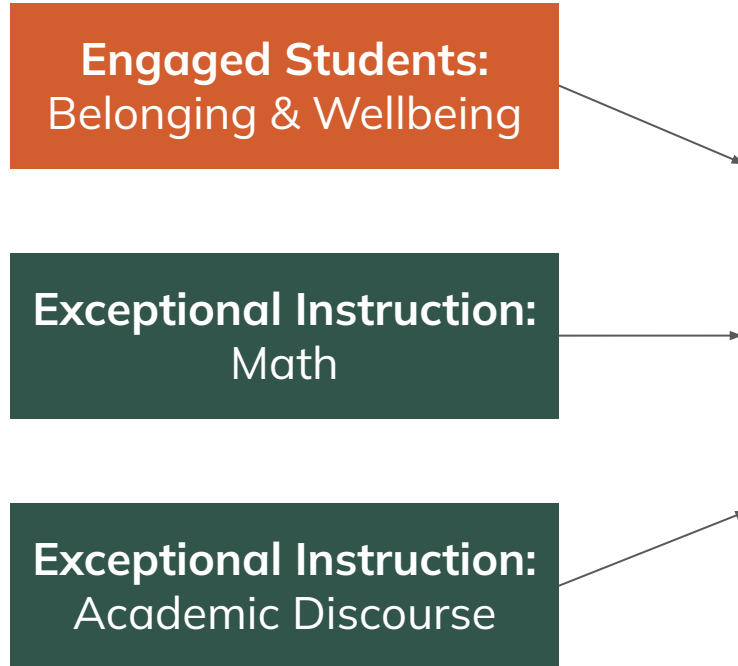


Leaders from across SSFUSD gave input into our plan for 2026-27

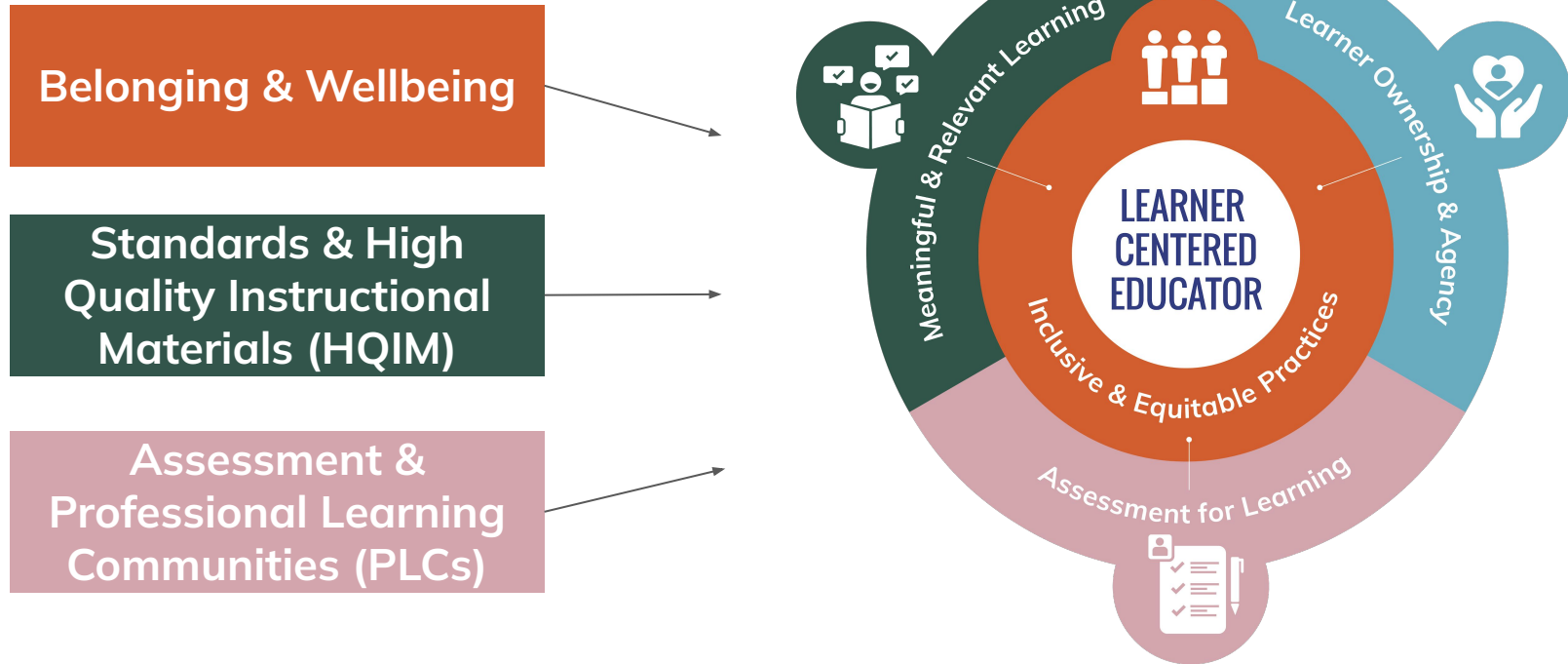
Iterative, collaborative Annual Planning process



Our **priorities** this year have been in support of our Instructional Vision



WHAT: Next year, building on this year's work, we have again identified **three priorities** to continue putting our Instructional Vision into practice



HOW: We will invest in a number of **district-wide initiatives** to support these priorities...



Belonging & Wellbeing

- Belonging embedded in all professional learning (PL)
- District mental health clinicians to meet Tier 2/3 student needs
- Stronger coordination of care (Coordination of Service teams, BeyondSST)



Standards & HQIM

- Math PL & support
- Science PL & support
- ELA adoption committee
- Standards Institute



Assessments & PLCs

- Math / ELA interim assessments (NWEA Map Growth, grades 3-12)
- Data supports (Data Stewards, data dashboards, data cycles)
- Professional Learning Communities (PLCs)



HOW: And also provide **extra support to priority schools** based on student need



Belonging & Wellbeing

- Full-time wellness counselors at all middle and comprehensive high schools, and at 4 Title I elementaries

Title I Equity Boost

Additional Funding

Promise Champions



Standards & HQIM

- Customized support for 4 schools (Coh-Pilot): Los Cerritos, Martin, Parkway Heights, SSFHS
- Instructional coaches at 4 Title I elementaries
- Additional per-pupil funding for all Title I schools
- Additional funding for all schools with students with IEPs, on-site afterschool programs, and co-curricular programs
- Stronger family partnerships (starting in Los Cerritos & Martin)



Assessments & PLCs

- Customized support for 4 schools (Coh-Pilot)



Our district office team will also continue building the equity-centered systems and talent backbone needed to support the work at our sites

HR / Talent Priorities for Next Year

- **Find great teachers for all our classrooms**
 - Continue to “grow our own” teachers through partnerships with teacher residency programs, including a potential new partnership with NDNU for special education teachers
 - Stipend teachers to serve as recruitment ambassadors, and offer referral bonuses for new hires
 - Fill hard-to-find positions via J-1 and O-1 visa candidates
- **Continue to improve HR’s service to schools / staff**
 - Continue partnership with Scoot to fill sub requests
 - Launch a ticketing system to track and speed response times
 - Digitize HR records
- **Clarify our framework for teaching**
 - Work with our labor partners to adopt a meaningful and relevant framework for teaching that will drive professional learning and evaluation (e.g., Danielson)
- **Support our principals to be more effective leaders**
 - Train and support principals on progressive discipline
 - Update management evaluations

Other Systems Priorities

- **Increase TK capacity:**
 - Add 2 new TKs, keep 2 paras and go to 24 students per class so we can serve more students
- **Continue improving two-way communications**
- **Continue improving annual planning**
 - Continue iterative, inclusive annual planning process
 - Share site staffing allocations and budgets earlier, so sites can plan and hire sooner
 - Create 2027-2030 LCAP that aligns with our Strategic Plan



Preview: Looking ahead to potential priorities in SY27-28

Our community has been clear: they want consistency and clarity in our priorities. In SY 27-28, we expect to build on our progress from prior years, including deepening implementation and adjusting as needed based on our lessons learned.

Given work this year, we already anticipate two areas of focus for SY 27-28:

- **HQIM - ELA:** By the end of SY26-27, the adoption committee will recommend a new ELA curriculum for a partial / staggered launch in Fall 2027
- **Instructional Framework:**
 - In SY 26-27, SSFUSD leaders will work with CTA to explore the Danielson Framework for Teaching and its alignment with our Instructional Vision
 - In SY 27-28, we will start using our adopted instructional framework for teacher training, development, and performance management



WHY: We believe our priority initiatives will help us drive towards meaningful change for **students...**

Vision for Students



**Belonging
& Wellbeing**



**Standards
& HQIM**



**Assessments
& PLCs**



Students feel a strong sense of belonging and care: They are greeted by name, can identify multiple trusted adults who know them well, and experience classrooms where their identities, voices, and wellbeing are valued and supported.

Students receive timely, coordinated support when they need it: Their academic, behavioral, and wellness supports are proactive, aligned, and clearly communicated, so students understand what help they are receiving, why, and how it supports their growth.

Students engage in rigorous, standards-aligned learning every day: They work on grade-level tasks using high-quality instructional materials; classroom conversations deepen learning because they are rooted in rigorous, standards-based lessons.

WHY: We believe our priority initiatives will help us drive towards meaningful change for **educators**...

Vision for Educators



**Belonging
& Wellbeing**



**Standards
& HQIM**



**Assessments
& PLCs**



Educators intentionally cultivate belonging and wellbeing: They know their students well and proactively plan with colleagues, support staff, and families to create classrooms where students feel safe, known, and supported to engage in learning.

Educators plan and deliver rigorous instruction: They ground lessons in grade-level standards and high-quality instructional materials (where adopted), with clear learning goals, meaningful tasks, and purposeful discourse that deepens student thinking.

Educators collaborate and use data to drive instructional decisions: They regularly observe each other, administer common and curriculum-embedded assessments, and gather in PLCs to analyze student data and work samples, identify priority skill gaps, and adjust instruction and interventions in a coordinated and timely way.

WHY: And we believe our priority initiatives will help us drive towards meaningful change for **site** and **district** leaders

Vision for Site & District Leaders



**Belonging
& Wellbeing**



**Standards
& HQIM**



**Assessments
& PLCs**



Leaders build coherent systems and strong partnerships around belonging and student success: They coordinate with educators, support staff, families, and the broader South City community to ensure our schools are places where every student feels they belong and can thrive.

Leaders set clear expectations and provide aligned support for high-quality instruction: Their work is grounded in a shared vision of exceptional instruction; they support teachers through clear expectations, aligned evaluation and coaching frameworks, and other differentiated supports based on educator needs.

Leaders use data and evidence to drive improvement: They use walkthroughs, assessments, and other student data to identify trends, provide actionable feedback, adjust supports, and monitor not just participation but progress and student impact.

Thank you!

